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ABSTRACT

A computer application at Eastern Montana College provides individual and grouped instructional faculty load data. The mainframe-generated reports support department heads and administrators in decision-making concerning staffing, merit awards, equity, accountability, planning, and productivity. The reports are best suited to colleges that practice shared governance, have flexible faculty load policies, and fulfill a primary role of instruction. At Eastern Montana College, data were needed to determine what level of full-time equivalent faculty should be allocated for each department in light of changing course and major field enrollment patterns. Database problems concerned the reporting of instructional mode and concurrent, cross-listed, and team-taught courses. The new reports provide data on five faculty workload factors by level of instruction. For each instructor, the report summarizes by department the number of enrollees and student credit hours produced by level for traditional class instruction and for traditional instruction plus other instruction. The report also summarizes the student credit hours that are produced by each department by level for both traditional and other instruction. Sample reports are appended. (SW)

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# FACULTY INSTRUCTIONAL ACTIVITY: ACADEMIC DEPARTMENTS' AND CENTRAL ADMINISTRATIONS' EXPECTATIONS OF INSTITUTIONAL RESEARCH DATA

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Ann K. Dickey, Chair
Forum Publications Editorial
Advisory Committee

INTRODUCTION

During the past two-and-one-half decades the field of institutional research has made significant contributions to higher education (Peterson and Corcoran, 1985). These authors contend that institutional research is at a very critical stage in its development due to the diverse and changing demands of management. Institutional researchers have always served in an intermediary role functioning between the educational, governance or managerial, and telematics functions of their institution. The availability of data via mainframe and microcomputers and the analytical power of user friendly, sophisticated software packages, has allowed a greater number of administrators and faculty to ask pertinent questions about key management issues. In order to compete for limited resources and to enhance program quality, all parties expect accurate, clearly defined basic data to effectively allocate their fiscal and human resources.

Due to the complexity of resource allocation of faculty time and due to the impact of a volatile student enrollment and ambiguous institutional priorities, effective allocation of human resources requires astute judgment of department chairpersons with the appropriate accountability checks of deans and top level administrators. To facilitate this process, all parties must be provided the same, consistent data upon which to make the best subjective qualitative decision. The challenge facing institutional researchers is the presentation of pertinent faculty workload data in a clear, meaningful manner.

## PURPOSE

The primary purpose of this paper is to present the components of a computer application which was designed to (a) enhance effective faculty staffing utilization to meet academic program goals, and (b) support the collegial model of governance within Eastern Montana College, a formula-funded public institution. The computer application consists of a series of three mainframe generated reports disclosing individual and grouped instructional faculty load data. Academic department chairpersons/heads use the reports to support decisions related to staffing, merit awards, and equity. Top level administrators use the reports to help support decisions related to equity, accountability, productivity and planning. Although the computer application may be useful to all types of institutions, the reports are best suited to those institutions that practice shared governance, have flexible faculty load policies, and fulfill a primary role of instruction.

## LITERATURE PERSPECTIVE

Since salaries and employee benefits account for approximately 85 percent of typical institutional operating budgets, the role of managing the faculty resource is of central importance in academic planning (Wallhaus 1981). To maintain and enhance educational quality, improvements in efficiency and productivity must come from better use of human resources (McCorkle and Archibald, 1982). To meet the challenges facing higher education, Bowen (1979) contends administrators must redirect resources into new uses.

During the past thirty years a number of carefully developed resource models and studies have been initiated (NCHEMS, NACUBO). However, some higher education officials and state governing bodies have attempted with little success to use various faculty productivity measures (student credit hours,

contact hours, number of graduates, student/faculty ratio) to more adequately assess resource allocations. Due to the diversity in the role of a faculty member in instruction, research, public service, and student support and due to the programmatic diversity both within an institution and among institutions, it is almost impossible to develop extrainstitutional base standards of faculty performance and workload.

Thus, the challenge facing institutional research professionals is the presentation of accurate, pertinent data in a readily understood manner so that department managers and central administration can make the best possible decision. From initial research, it appears that the literature has yet to broadly address the issue of administrative tool development except in areas related to computer generated graphics and accounting methodology.

## INSTITUTIONAL BACKGROUND

Eastern Montana College is the third largest of the six units of the Montana University System, and is located in Billings, Montana, the state's largest and fastest growing urban area. Since its establishment in 1927 as a teacher preparatory school, the College has grown into a comprehensive, multi-purpose institution with undergraduate programs in arts and sciences, business, and education. Graduate programs through the master's level are offered in teacher preparation, special education, and rehabilitation.

In Fall 1985 some 4200 students attended Eastern of which nearly one-third were enrolled on a part-time basis. Instruction is provided by approximately 150 regular full-time faculty and a part-time faculty of nearly seventy-five community persons. For the period 1972-1983 the College grew 61% from 2741 to 4424 students. In Fall 1984 the College experienced its first enrollment decline in seven years.

SPECIFIC PROBLEM

During the 1984-85 academic year the Eastern Montana College Office of Institutional Planning was requested to supply data and information related to the following question: What level of faculty FTE allocation should be considered for each department in light of the changing enrollment patterns of academic majors and the increasing/decreasing student credit hour production of various departments?

Although student credit hour production and the number of majors could be traced to both individual faculty and academic departments, the above question could not be adequately answered without more information about faculty instructional activity. Since the College does not have an institution-wide definition of faculty instructional load nor an operational faculty activity reporting mechanism, the Office of Institutional Planning faced a difficult challenge.

Plausible responses to the question were further complicated by the fact that the Registrar's Office Class Record data base was not structured or configured to interpret the class schedule according to definitions related to faculty instructional load. Although accurate for class record and state reporting purposes, standard reports yielded misleading, "fictional" faculty load summaries. Unrealistic instructional activity summaries were caused by four primary data base problems:

1) Mode of Instructional Delivery. The central data base did not include a mechanism to disclose the mode of delivery of instruction, (lecture, lab, recitation, discussion, internship, practicum, etc.).
2) Cross-Listed Courses. Institutional reports did not consider specified cross-listed courses as one course. Cross-listed courses are those classes having the same course number, the same

instructor(s), and different departmental rubrics (e.g., Mathematics 353/Computer Science 353/Statistics 353 taught by Professor "X").

3) Concurrent Courses. Institutional reports did not consider specified concurrent courses as one course. Concurrent courses are those classes with different course numbers and taught by one department. (e.g., Education 292/Education 492/Education 592).

4) Team Taught Courses. The central data report system does not include a mechanism to pro-rate data to a number of instructors teaching one class.

OVERVIEW--PROBLEM RESOLUTION

Since the literature review did not provide complete solutions to the problem facing the Office of Institutional Planning, the director conducted a survey of fifteen colleges and universities in the Rocky Mountain region to obtain input regarding faculty load activity reporting mechanisms. Of the fifteen institutions surveyed, six institutions did not utilize formal reporting mechanisms. Information obtained from the remaining nine colleges and universities provided an overview of the variables contained in determining faculty load. The emphasis of the reporting mechanisms centered around disclosure of faculty activities for auditing, accountability purposes. None of the institutions surveyed utilized tracking mechanisms which were designed to report variable load definitions and which were developed to primarily support the decision-making process.

Using the capabilities of the college's mainframe computer, the Director of the Office of Institutional Planning with the assistance of Computer Center personnel developed an administrative tool which consists of three computer generated reports. The administrative tool was designed to (a) enhance

effective staffing utilization by academic department heads and (b) support the central administration decision-making process. In addition to accuracy, the reports were designed to appropriately address the four data base problems outlined above. Due to the variability of instructional load definitions among departments over time, the reports needed to be structured to afford flexibility of output and ease of programming maintenance.

The following data elements which were selected for inclusion in the reports were readily available from the Registrar's Class Record data file;

instructor name and number
department/division name and number
school name and number
class rubric name and number
class number
section number
quarter
year
contact hours
credit hours
student credit hours
total number of class enrollees

In order to account for load factors related to different modes of instructional delivery, the initial report is designed to present class data in two primary cells: SUBTOTAL A and SUBTOTAL B.

SUBTOTAL A includes "traditional" classroom instructional activity (lectures, recitation, discussion, supervised labs);

SUBTOTAL B includes all other instructional activities which are in the class schedule data base and which are not included in Subtotal A.

Examples of instructional activities which may be listed in Subtotal B include:

internships, independent study, workshops, clinics, cooperative education, practicums, student teaching, professional papers, theses, creative projects, senior shows, National Student Exchange, individual lessons, senior recitals, individual tests, oral-written examinations, individualized instruction/tutoring, and course challenges.

See Appendix A-1 for a general description of the two primary cells.

The capability of the computer program to differentiate instructional delivery allows departments to develop faculty load standards which are appropriate to their specific role and resource level. Currently, the most widely used measure is credits taught in relation to class size.

DESCRIPTION OF THE ADMINISTRATIVE TOOL

I. ANNUAL FACULTY INSTRUCTION SUMMARY (See Appendix A-2)

For each quarter and one academic year, administrators and faculty are able to gain information related to the following faculty workload factors for lower division, upper division and graduate level of instruction.

a) Number of Classes Taught

b) Number of Preparations

c) Traditional Class Instruction and Other Instruction Activity

d) Number of Contact Hours

e) Student Credit Hours Produced

f) Number of Enrollees for Each Class

II. DEPARTMENTAL STUDENT CREDIT HOUR PRODUCTION BY INSTRUCTOR

For each instructor this report (see Appendix B) summarizes by department the number of enrollees and student credit hours produced by level for (a) traditional class instruction and for (b) traditional class instruction plus other instruction. The report also identifies, using # in the double listed column, those instructors who generate student credit hours to more than one funding authority.

III. ANNUAL INSTITUTIONAL INSTRUCTION SUMMARY BY DEPARTMENT

For the institution this report (see Appendix C) summarizes the contributions of each department to the total number of student credit hours

produced by level for (a) traditional class instruction and for (b) traditional class instruction plus other instruction.

## CAVEATS

It should be noted that this administrative tool currently only outlines that data contained in the Registrar's Class Record File. It does not include all instructional load factors nor does it include measures related to research and public service. Since the purpose of these reports is decision support for all levels of administration, it does not designate faculty or departmental production standards. Instead, it provides consistent data to aid in decisions related to staffing, merit, equity, productivity, and planning. The reports have yet to be integrated with other data elements such as faculty instructional FTE, contract type, and budget/expenditure levels. Currently, the data is integrated with faculty data using the word processor. See Appendix D for an example of the output.

## CONCLUSION & IMPLICATION TO INSTITUTIONAL RESEARCHERS

Institutional researchers will continue to be challenged to provide qualitative supportive data for the decision-making process. Supportive information must meet the needs of both the academic departments and the central administration. Expectations of data relevancy and clarity are critical. Since faculty time is an institution's most precious resource and the most difficult to assess, institutional research professionals will be challenged to provide basic information to support the decision-making authority of academic departments and central administrators.

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## KEY FOR INTERPRETING APPENDICES

### Appendix A-1 and A-2: Annual Faculty Instruction Summary

RUBRIC----------Department Title Offering Course
NO.-------------Course Number
SEC-------------Section Number
CONT HRS--------Contact Hours
TOT SCH---------Total Student Credit Hours
TOT NO. STD-----Total Number of Student Enrollees
AY SUMMARY------Academic Year Totals
LOWER-----------100 & 200 Level Courses
UPPER-----------300 & 400 Level Courses
GRAD------------500 Level Courses
INST TOTAL------Instructor Total for Quarter or Year

### Appendix B and C: Departmental Student Credit Hour Production By Instructor

DBL LST---------Instructor is Double Listed for Two or More Funding Authorities
BUDG DEPT-------Budgeted Department
LD SCH----------Lower Division Student Credit Hours
UD SCH----------Upper Division Student Credit Hours
GRAD SCH--------Graduate Student Credit Hours
TOT SCH---------Total Student Credit Hours
TOT NO. STD-----Total Number of Student Enrollees
AY SUMMARY A-----Academic Year Totals for Traditional Class Instruction
AY SUMMARY B-----Academic Year Total for Traditional Class Plus Other Instruction

### Appendix D: Total A, Total B, and Grand Total

CONT TYPE-------Contract Type
PT--------------Part-Time
F---------------Fixed Term
C---------------Tenured
P---------------Probationary
O---------------Other
AY INST FFTE-----Academic Year Instructor Faculty Full-Time Equivalent
CR HRS----------Credit Hours Taught
TOTAL STUDENTS---Total Number of Student Enrollees

APPENDIX A-1
INDIVIDUAL FACULTY MEMBER

ANNUAL FACULTY INSTRUCTION SUMMARY

INSTRUCTOR NAME:
DEPT:

| | DEPT RUBRIC COURSE NO SEC | FALL QUARTER 1984 CONT HRS | CRD HRS | TOT SCH | TOT NO. STD | WINTER QUARTER 1985 CONT HRS | CRD HRS | TOT SCH | TOT NO. STD | SPRING QUARTER 1985 CONT HRS | CRD HRS | TOT SCH | TOT NO. STD | AY SUMMARY CONT HRS | CRD HRS | TOT SCH | TOT NO. STD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SUBTOTAL A TRADITIONAL INSTRUCTION | LOWER SUBTOTAL A | | | | | | | | | | | | | | | | |
| | UPPER SUBTOTAL A | | | | | | | | | | | | | | | | |
| | GRAD SUBTOTAL A | | | | | | | | | | | | | | | | |
| | TOTAL A | | | | | | | | | | | | | | | | |
| SUBTOTAL B OTHER INSTRUCTION | LOWER SUBTOTAL B | | | | | | | | | | | | | | | | |
| | UPPER SUBTOTAL B | | | | | | | | | | | | | | | | |
| | GRAD SUBTOTAL B | | | | | | | | | | | | | | | | |
| | TOTAL B | | | | | | | | | | | | | | | | |
| TOTAL A + B | LOWER TOTAL | | | | | | | | | | | | | | | | |
| | UPPER TOTAL | | | | | | | | | | | | | | | | |
| | GRAD TOTAL | | | | | | | | | | | | | | | | |
| | INSTR TOTAL | | | | | | | | | | | | | | | | |

(A) DATA BASED UPON 15TH DAY OF INSTRUCTION
(B) PLEASE REPORT DISCREPANCIES TO THE OFFICE OF INSTITUTIONAL PLANNING

APPENDIX A-2
INDIVIDUAL FACULTY MEMBER

ANNUAL FACULTY INSTRUCTION SUMMARY

INSTRUCTOR NAME: #3
DEPT: U

| DEPT RUBRIC COURSE NO | SEC | FALL QUARTER 1984 CONT HRS | CRD HRS | TOT SCH | TOT NO. STD | WINTER QUARTER 1985 CONT HRS | CRD HRS | TOT SCH | TOT NO. STD | SPRING QUARTER 1985 CONT HRS | CRD HRS | TOT SCH | TOT NO. STD | AY SUMMARY CONT HRS | CRD HRS | TOT SCH | TOT NO. STD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U 240 | 01 | 3 | 3 | 147 | 49 | 3 | 3 | 87 | 29 | 3 | 3 | 75 | 25 | 9 | 9 | 309 | 103 |
| U 240 | 02 | 3 | 3 | 54 | 18 | 3 | 3 | 72 | 24 | 3 | 3 | 45 | 15 | 9 | 9 | 171 | 57 |
| U 292/492 | 02 | | | | | 3 | 3 | 6 | 2 | | | | | 3 | 3 | 6 | 2 |
| U 325 | 01 | 3 | 3 | 15 | 5 | | | | | 3 | 3 | 12 | 4 | 6 | 6 | 27 | 9 |
| U 347 | 01 | | | | | 3 | 3 | 36 | 12 | 3 | 3 | 15 | 5 | 6 | 6 | 51 | 17 |
| U/X 348 | 01 | | | | | 3 | 3 | 45 | 15 | 3 | 3 | 27 | 9 | 6 | 6 | 72 | 24 |
| U 396 | 01 | | | 15 | 2 | | | 15 | 2 | | | 11 | 2 | | | 41 | 6 |
| LOWER SUBTOTAL A | | 6 | 6 | 201 | 67 | 9 | 9 | 165 | 55 | 6 | 6 | 120 | 40 | 21 | 21 | 486 | 162 |
| UPPER SUBTOTAL A | | 3 | 3 | 30 | 7 | 6 | 6 | 96 | 29 | 9 | 9 | 65 | 20 | 18 | 18 | 191 | 56 |
| GRAD SUBTOTAL A | | | | | | | | | | | | | | | | | |
| TOTAL A - CLASS | | 9 | 9 | 231 | 74 | 15 | 15 | 261 | 84 | 15 | 15 | 185 | 60 | 39 | 39 | 677 | 218 |
| U 290 | 01 | | | 12 | 4 | | | 10 | 4 | | | 15 | 5 | | | 37 | 13 |
| U 290 | 02 | | | 3 | 1 | | | 3 | 1 | | | 12 | 4 | | | 18 | 6 |
| U 290 | 03 | | | 12 | 4 | | | | | | | | | | | 12 | 4 |
| U 485 | 01 | | | | | | | 45 | 3 | | | | | | | 45 | 3 |
| U 490 | 01 | | | | | | | 1 | 1 | | | 4 | 1 | | | 5 | 2 |
| U 590 | 01 | | | | | | | | | | | 9 | 1 | | | 9 | 1 |
| U 594 | 03 | | 3 | 6 | 2 | 3 | 3 | 9 | 3 | | | | | 3 | 6 | 15 | 5 |
| U 594 | 07 | | | | | | | | | | | 15 | 5 | | 15 | 5 | |
| LOWER SUBTOTAL B | | | | 27 | 9 | | | 13 | 5 | | | 27 | 9 | | 67 | 23 | |
| UPPER SUBTOTAL B | | | | | | | | 46 | 4 | | | 4 | 1 | | 50 | 5 | |
| GRAD SUBTOTAL B | | | 3 | 6 | 2 | 3 | 3 | 9 | 3 | | | 24 | 6 | 3 | 6 | 39 | 11 |
| TOTAL B - CLASS | | | 3 | 33 | 11 | 3 | 3 | 68 | 12 | | | 55 | 16 | 3 | 6 | 156 | 39 |
| LOWER TOTAL | | ---------- | | 228 | 76 | ---------- | | 178 | 60 | ---------- | | 147 | 49 | ---------- | | 553 | 185 |
| UPPER TOTAL | | ---------- | | 30 | 7 | ---------- | | 142 | 33 | ---------- | | 69 | 21 | ---------- | | 241 | 61 |
| GRAD TOTAL | | ---------- | | 6 | 2 | ---------- | | 9 | 3 | ---------- | | 24 | 6 | ---------- | | 39 | 11 |
| INSTR TOTAL | | ---------- | | 264 | 85 | ---------- | | 329 | 96 | ---------- | | 240 | 76 | ---------- | | 833 | 257 |

(A) DATA BASED UPON 15TH DAY OF INSTRUCTION
(B) PLEASE REPORT DISCREPANCIES TO THE OFFICE OF INSTITUTIONAL PLANNING (PHONE: 2038)

APPENDIX B
DEPARTMENT SUMMARY

DEPARTMENTAL STUDENT CREDIT HOUR PRODUCTION BY INSTRUCTOR

DEPT: U

| INSTRUCTOR NAME | DBL LST | BUDG DEPT | FALL 1984 LD SCH | FALL 1984 UD SCH | FALL 1984 GRAD SCH | FALL 1984 TOT SCH | WINTER 1985 LD SCH | WINTER 1985 UD SCH | WINTER 1985 GRAD SCH | WINTER 1985 TOT SCH | SPRING 1985 LD SCH | SPRING 1985 UD SCH | SPRING 1985 GRAD SCH | SPRING 1985 TOT SCH | AY SUMMARY A CLASS INSTRUCTION LD SCH | AY SUMMARY A CLASS INSTRUCTION UD SCH | AY SUMMARY A CLASS INSTRUCTION GRAD SCH | AY SUMMARY A CLASS INSTRUCTION TOT SCH | AY SUMMARY B CLASS/OTHER TOT SCH | AY SUMMARY B CLASS/OTHER TOT NO. STD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | # | U | 16 | | | 16 | | | | | | | | | 16 | | | 16 | 16 | 8 |
| 2 | | U | | | | | 9 | 6 | | 15 | 42 | 36 | 9 | 87 | 51 | 42 | 9 | 102 | 102 | 34 |
| 3 | | U | 201 | 30 | | 231 | 165 | 96 | | 261 | 120 | 65 | | 185 | 486 | 191 | | 677 | 833 | 257 |
| 4 | # | U | | 225 | 21 | 246 | | 155 | 243 | 398 | | 54 | 68 | 122 | | 434 | 332 | 766 | 801 | 205 |
| 5 | | U | 54 | 45 | 33 | 132 | 60 | 78 | 10 | 148 | 27 | 69 | 36 | 132 | 141 | 192 | 79 | 412 | 425 | 143 |
| 6 | # | U | | | | | | | | | | 30 | | 30 | | 30 | | 30 | 30 | 10 |
| 7 | | U | | | | | | | | | | 54 | | 54 | | 54 | | 54 | 54 | 18 |
| 8 | | U | | 6 | | 6 | | 5 | | 5 | | 40 | | 40 | | 51 | | 51 | 51 | 31 |
| 9 | | U | | | | | | | 12 | 12 | | | | | | | 12 | 12 | 12 | 4 |
| 10 | | U | | | | | | | 27 | 27 | | | | | | | 27 | 27 | 27 | 9 |
| 11 | # | U | | 27 | 12 | 39 | | 15 | 6 | 21 | | 3 | 9 | 12 | | 45 | 27 | 72 | 75 | 25 |
| 12 | # | S | | | | | | | | | | | | | | | | | 31 | 2 |
| 13 | # | T | | | | | | | | | | | | | | | | | 1 | 1 |
| 14 | | U | | 39 | 156 | 195 | | 24 | 80 | 104 | | | 90 | 90 | | 63 | 326 | 389 | 518 | 157 |
| 15 | | U | | 87 | 12 | 99 | | 45 | 27 | 72 | | 9 | 12 | 21 | | 141 | 51 | 192 | 198 | 65 |
| 16 | | U | | | | | | 57 | | 57 | | | | | | 57 | | 57 | 57 | 19 |
| 17 | # | K | | | | | | | | | | | | | | | | | 3 | 1 |
| 18 | | U | 54 | 54 | 153 | 261 | 48 | 84 | 87 | 219 | | 57 | 144 | 201 | 102 | 195 | 384 | 681 | 689 | 230 |
| 19 | | V | 111 | 27 | 21 | 159 | 111 | 93 | 33 | 237 | 279 | 56 | 3 | 338 | 501 | 176 | 57 | 734 | 1074 | 325 |
| 20 | | U | 18 | 42 | 45 | 105 | | 21 | 72 | 93 | | 42 | 33 | 75 | 18 | 105 | 150 | 273 | 273 | 91 |
| 21 | # | U | | 81 | 15 | 96 | | 24 | 36 | 60 | | 63 | 30 | 93 | | 168 | 81 | 249 | 249 | 83 |
| 22 | | U | 90 | 63 | 144 | 297 | 3 | 99 | 135 | 237 | 90 | 84 | 151 | 325 | 183 | 246 | 430 | 859 | 938 | 311 |
| 23 | | U | 11 | 75 | 3 | 89 | | 78 | 3 | 81 | | 6 | 18 | 24 | 11 | 159 | 24 | 194 | 546 | 161 |
| 24 | # | S | | | | | | | | | | | | | | | | | 21 | 7 |
| 25 | | U | | | | | | 6 | | 6 | | 42 | | 42 | | 48 | | 48 | 48 | 16 |
| LOWER TOTAL | | | | | | | | | | | | | | | | | | | 1713 | 602 |
| UPPER TOTAL | | | | | | | | | | | | | | | | | | | 3060 | 902 |
| GRAD TOTAL | | | | | | | | | | | | | | | | | | | 2299 | 709 |
| DEPARTMENT TOTALS | | | 555 | 801 | 615 | 1971 | 396 | 886 | 771 | 2053 | 558 | 710 | 603 | 1871 | 1509 | 2397 | 1989 | 5895 | 7072 | 2213 |

APPENDIX C
COLLEGE SUMMARY

ANNUAL EMC INSTRUCTION SUMMARY BY DEPARTMENT

| DEPARTMENT/SCHOOL | AY SUMMARY A CLASS FALL 1984 CRD HRS | AY SUMMARY A CLASS FALL 1984 TOT SCH | AY SUMMARY A CLASS FALL 1984 TOT NO. STD | AY SUMMARY A CLASS WINTER 1985 CRD HRS | AY SUMMARY A CLASS WINTER 1985 TOT SCH | AY SUMMARY A CLASS WINTER 1985 TOT NO. STD | AY SUMMARY A CLASS SPRING 1985 CRD HRS | AY SUMMARY A CLASS SPRING 1985 TOT SCH | AY SUMMARY A CLASS SPRING 1985 TOT NO. STD | AY SUMMARY A CLASS INSTRUCTION CRD HRS | AY SUMMARY A CLASS INSTRUCTION TOT SCH | AY SUMMARY A CLASS INSTRUCTION TOT NO. STD | AY SUMMARY II CLASS & OTHER INSTRUCTION TOT SCH | AY SUMMARY II CLASS & OTHER INSTRUCTION TOT NO. STD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 85 | 1293 | 433 | 104 | 1555 | 525 | 99 | 1269 | 423 | 288 | 4117 | 1381 | 4336 | 1467 |
| B | 60 | 1894 | 796 | 52 | 1381 | 525 | 56 | 1317 | 515 | 168 | 4592 | 1836 | 4642 | 1872 |
| C | 81 | 2283 | 761 | 76 | 1989 | 656 | 70 | 1655 | 546 | 227 | 5927 | 1963 | 6268 | 2095 |
| D | 222 | 4653 | 1552 | 171 | 3765 | 1255 | 126 | 2799 | 933 | 519 | 11217 | 3740 | 11292 | 3767 |
| E | 116 | 2142 | 563 | 119 | 1480 | 394 | 112 | 1230 | 327 | 347 | 4852 | 1284 | 5355 | 1415 |
| F | 72 | 2124 | 708 | 57 | 2322 | 775 | 60 | 2121 | 708 | 189 | 6567 | 2191 | 6607 | 2205 |
| G | 222 | 4589 | 1102 | 216 | 4755 | 1122 | 167 | 3572 | 854 | 605 | 12916 | 3078 | 15827 | 3676 |
| H | 81 | 1254 | 595 | 61 | 1398 | 628 | 92 | 1288 | 591 | 234 | 3940 | 1814 | 4096 | 1933 |
| I | 18 | 342 | 114 | 24 | 546 | 182 | 30 | 420 | 140 | 72 | 1308 | 436 | 1478 | 480 |
| J | 55 | 1215 | 388 | 49 | 1330 | 422 | 38 | 1093 | 351 | 142 | 3638 | 1161 | 3653 | 1166 |
| K | 73 | 1835 | 881 | 69 | 947 | 417 | 70 | 1502 | 623 | 212 | 4284 | 1921 | 4334 | 1942 |
| L | 56 | 2572 | 846 | 52 | 2228 | 720 | 65 | 1850 | 587 | 173 | 6650 | 2153 | 7010 | 2237 |
| M | 58 | 1870 | 620 | 74 | 2394 | 781 | 68 | 2038 | 677 | 200 | 6302 | 2078 | 6429 | 2116 |
| *TOTL: ARTS/SCIENCES | 1199 | 28066 | 9359 | 1124 | 26090 | 8402 | 1053 | 22154 | 7275 | 3376 | 76310 | 25036 | 81327 | 26371 |
| N | 65 | 2631 | 762 | 76 | 2696 | 827 | 64 | 1892 | 474 | 205 | 7219 | 2063 | 7282 | 2083 |
| O | 45 | 1751 | 449 | 55 | 1971 | 501 | 56 | 1600 | 400 | 156 | 5322 | 1350 | 5327 | 1351 |
| P | 44 | 928 | 215 | 41 | 811 | 188 | 49 | 942 | 217 | 134 | 2681 | 620 | 2692 | 623 |
| Q | 74 | 2128 | 579 | 67 | 2044 | 558 | 55 | 1564 | 439 | 196 | 5736 | 1576 | 5747 | 1579 |
| R | 95 | 2409 | 606 | 109 | 2280 | 576 | 111 | 1947 | 490 | 315 | 6636 | 1672 | 6702 | 1689 |
| *TOTL: BUSINESS | 323 | 9847 | 2611 | 348 | 9802 | 2650 | 335 | 7945 | 2020 | 1006 | 27594 | 7281 | 27750 | 7325 |
| S | 214 | 3356 | 1092 | 202 | 3910 | 1284 | 180 | 3105 | 1021 | 596 | 10371 | 3397 | 13971 | 3831 |
| T | 117 | 2925 | 1531 | 119 | 3039 | 1551 | 135 | 3257 | 1771 | 371 | 9221 | 4853 | 9440 | 4973 |
| U | 160 | 1971 | 668 | 172 | 2053 | 636 | 193 | 1871 | 629 | 525 | 5895 | 1933 | 7072 | 2213 |
| *TOTL: EDUCATION | 491 | 8252 | 3291 | 493 | 9002 | 3471 | 508 | 8233 | 3421 | 1492 | 25487 | 10183 | 30483 | 11017 |
| * V | 38 | 304 | 144 | 35 | 286 | 129 | 21 | 134 | 60 | 94 | 724 | 333 | 785 | 359 |
| *TOTL: EMC | 2051 | 46469 | 15405 | 2000 | 45180 | 14652 | 1917 | 38466 | 12776 | 5968 | 130115 | 42833 | 140345 | 45072 |

APPENDIX D

TOTAL A, TOTAL B, AND GRAND TOTAL:
ANNUAL FACULTY INSTRUCTION SUMMARY FOR AY 1984-85

| NAME | DEPT | CONT TYPE | ACAD. BUDGET AY INST FFTE | TOTAL A -- CLASS Credit Hours Taught Fall 84 | Wtr 85 | Spr 85 | AY Total | AY Total Stud. | TOTAL B Academic Year Cr. Hours | Total Stud. | Grand Total Number of Students |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | C | 1.00 | 0 | 9 | 6 | 15 | 96 | 10 | 20 | 116 |
| | | PT | | 2 | 0 | 0 | 2 | 24 | 0 | 0 | 24 |
| | | PT | | 3 | 0 | 0 | 3 | 17 | 0 | 0 | 17 |
| | | F | .33 | 0 | 0 | 11 | 11 | 178 | 0 | 6 | 184 |
| | | O | | 6 | 2 | 0 | 8 | 129 | 0 | 0 | 129 |
| | | PT | | 0 | 4 | 4 | 8 | 31 | 0 | 0 | 31 |
| | | PT | | 3 | 0 | 0 | 3 | 15 | 0 | 0 | 15 |
| | | PT | | 1 | 1 | 0 | 2 | 24 | 0 | 0 | 24 |
| | | P | 1.00 | 8 | 12 | 8 | 28 | 343 | 0 | 4 | 347 |
| | | P | 1.00 | 8 | 12 | 12 | 32 | 425 | 0 | 1 | 426 |
| | | C | .33 | 0 | 0 | 4 | 4 | 6 | 0 | 0 | 6 |
| | | PT | | 3 | 0 | 0 | 3 | 22 | 0 | 0 | 22 |
| | | C | 1.00 | 9 | 7 | 4 | 20 | 152 | 27 | 116 | 268 |
| | | P | 1.00 | 12 | 12 | 9 | 33 | 212 | 0 | 0 | 212 |
| | | C | 1.00 | 12 | 9 | 9 | 30 | 331 | 3 | 1 | 332 |
| | | P | .76 | 6 | 6 | 12 | 24 | 134 | 5 | 2 | 136 |
| | | PT | | 0 | 4 | 0 | 4 | 44 | 0 | 0 | 44 |
| | | P | 1.00 | 9 | 9 | 15 | 33 | 195 | 6 | 12 | 207 |
| | | P | 1.00 | 4 | 8 | 7 | 19 | 161 | 4 | 2 | 163 |
| | | C | 1.00 | 12 | 12 | 12 | 36 | 173 | 0 | 0 | 173 |
| | | C | 1.00 | 8 | 7 | 3 | 18 | 148 | 3 | 50 | 198 |
| | | PT | | 5 | 5 | 0 | 10 | 88 | 5 | 5 | 93 |
| | | PT | | 0 | 0 | 5 | 5 | 46 | 5 | 30 | 76 |
| | | C | 1.00 | 12 | 10 | 10 | 32 | 279 | 18 | 31 | 310 |
| | | F | 1.00 | 12 | 12 | 12 | 36 | 294 | 0 | 0 | 294 |
| | | PT | | 5 | 5 | 0 | 10 | 59 | 0 | 0 | 59 |
| | | PT | | 4 | 4 | 4 | 12 | 88 | 0 | 0 | 88 |
| | | PT | | 4 | 0 | 0 | 4 | 11 | 0 | 0 | 11 |
| | | PT | | 0 | 6 | 15 | 21 | 34 | 0 | 0 | 34 |
| | | PT | | 4 | 0 | 0 | 4 | 24 | 0 | 0 | 24 |
| | | PT | | 0 | 3 | 0 | 3 | 35 | 0 | 0 | 35 |